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ABSTRACT

Instructional materials are presented for teachers working with classes of adult migrants at technical institutes, high schools, or community centers in New Zealand. The materials are planned to be used in group training sessions, and the handbook includes suggestions for discussions, group tasks, and individual work. The handbook may be used for a week's in-service course, or the materials may be spread over a number of training sessions. An introductory chapter reviews ways in which the needs of adult migrants are being met in New Zealand (i.e., classes, individual tutoring, self-study, correspondence courses, English for special purpose classes). Subsequent chapters highlight the following topics: (1) issues that arise in teaching English as a Second Language (ESL) (teacher concerns, preferred learning styles, using a textbook, and planning work); (2) lesson content (parts of the program, structure, vocabulary, fixed phrases, and cultural content); (3) aspects of language (reading, writing, speaking and listening); and (4) teaching-learning methods (individual teacher's methods, overview, functional approach, and choosing a method). Sample instructional activities and illustrations are provided throughout the book. Contains 3 references. (LB)

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ESL TEACHER TRAINING

WORKSHEETS FOR TEACHERS OF ADULT MIGRANTS

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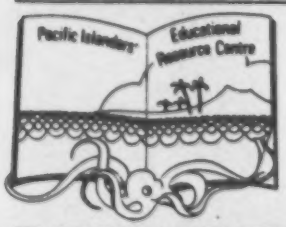

DECEMBER, 1981

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TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS

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1.0 INTRODUCTION

1.1 Purpose

As migrants settle throughout the country in increasing numbers, there is growing concern that assistance in learning English should be available to all who want it. Since people have a wide variety of educational backgrounds, and since they differ in the way in which they want to learn, it is important that there should be a choice in the programmes offered.

The main concern of this course is to help teachers working with classes of adults at technical institutes, high schools or community centres. However, it is important that teachers should also be aware of what the alternatives are to classroom teaching and how many of these are or could be available in their district.

The material in this booklet is planned to be used in group training sessions. There are suggestions for discussions, group tasks and individual work. The way in which the booklet is used will vary from district to district. It could be the basis of a week's in-service course, or it could be spread over a number of training sessions throughout the year.

If teachers using the book take the ideas in it a stage further and produce training and teaching material suited to their particular needs, then the purpose of the book will have been served.

Present Situation

Some of the ways in which the needs of adult migrant learners are currently being met in New Zealand are set out below. You might like to find out more about some of them.

1. Classes

In the main centres, there are day, evening and weekend courses English as a Second Language. These include on-going programmes throughout the year, short courses and sometimes holiday courses at which creche facilities are available. Occasionally a member of the students' ethnic group is able to conduct English lessons through the medium of their language.

Task

Think about the classes available in your district. Are there any particular groups whose needs do not seem to be met by classes? Can you suggest any reasons for this? Would any changes make the classes accessible to a wider group of migrants? Consider the place where classes are held, child-minding arrangements, timing, the use of the first language and any other factors that might affect attendance.

2. Individual tutoring

This is usually done voluntarily in the migrants' homes, under the auspices of a home tutoring programme, or, in smaller centres, the Adult Literacy scheme.

Task

Find out more about home tutoring.

a. Who organises the programme in your district? _____

b. If you wanted to start a programme, what local agencies and people could you call on?

_____

c. What materials are or could be available for home tutoring?

_____

d. For whom could home tutoring be more suitable than classes?

_____

3. Self study

A bilingual programme called "Learning English at Home", has been produced by the Education Department for students who can read Chinese, Khmer, Lao or Vietnamese. The books are available from Government Bookshops throughout the country. All the explanations are given in the student's first language.

Task

a. Collect samples of "Learning English at Home" and talk to migrants who have used it.

b. Discuss ways in which a home tutor could assist with or supplement the programme "Learning English at Home".

4. English by Correspondence

The Individual Programmes Section of the Correspondence School will send out lessons on request to adult migrants wanting to learn English.

Task

Find out which students in your district would appreciate this kind of help. Enrol them with the Correspondence Course.

5. English for Special Purposes

For some migrants, the need is to develop more fully the English associated with their work. Often, people cannot continue in the professions or trades for which they have been trained until they master more English. Other younger migrants want to train for new positions and they too need help with a particular form of English. Apart from some text books and the occasional job-related English course, this branch of English teaching is still to be developed.

Task

Ask members of different migrants communities about their needs in English for special purposes.

2.0 ISSUES

Many of the issues that arise in teaching English as a Second Language are the same as those that arise in all aspects of teaching: choosing appropriate teaching-learning materials, knowing the needs of the learner and so on. However, these issues assume more importance when the teacher is a member of a different language group from the majority of the students. Teachers of adult migrants are making decisions about the education of people who bring to their lessons a lifetime of experiences, including experiences of study. The challenge is to build on the experiences that the learners bring with them and to choose methods and materials which will be helpful to them.

The topics in this section are :

2.1 Concerns of teachers
2.2 Preferred learning styles
2.3 Using a text-book
2.4 Planning work

You will have the chance to do the following tasks :

☐ Share concerns with other teachers.

☐ Give advice about situations outlined in case studies.

☐ Try out ideas for using text-books.

☐ Compare various sources of work for ESL classes.

It may be that there are further issues that concern you and your colleagues. List some of them here and plan a session to cover any that are not included in this booklet.

_____

_____

_____

2.1 Concerns of Teachers

Teachers from time to time express concern about aspects of teaching ESL which are not covered by handbooks on teaching methods. Check the items in this list which are of concern to you. Some suggestions for dealing with these concerns are given in this booklet.

- ☐ What can be done about the large number of migrants who need or want English lessons but who are not attending classes?
- ☐ How can we obtain material in the students' first languages to help them learn English?
- ☐ Is it possible to make use of teachers from amongst the various ethnic groups to take ESL classes?
- ☐ Do we have information on the way in which different migrant groups have been accustomed to study English in their own country and the way in which they would like to be taught here?
- ☐ In what ways can prepared teaching materials be modified to suit the situation of students in New Zealand?
- ☐ Apart from teaching English to the students, what should be some of the other concerns of teachers for migrants settling in to life in New Zealand?
- ☐ How far should ESL courses be regulated by the school or institute, and how far should they be the responsibility of individual teachers?

Suggest further issues which are a concern to you and which you would like to raise with other teachers.

_____

_____

_____

2.2 Preferred Learning Styles

There is sometimes a conflict between the way a teacher wants to teach and the way the students would like to learn. Given the politeness of many adult students, and the limited English which is their reason for being in the class, it is often the teacher who has the last say. In the following pairs of comments, teachers and students give two sides of the same question. What advice would you offer?

1. Recording the work

Student: The lessons are very interesting and I can see that the teacher must put a great deal of time into preparation, but at the end of the lesson when the blackboard is cleaned and all the teaching aids are back in the cupboard, I find it very hard to recall what I have learned.

Teacher: I find that the students keep wanting to write things down when we are doing the oral part of the lesson. Many of the people in this class can already read and write English to a certain extent and what they really need is practice in speaking and listening. That's why I prepare materials with the focus on the spoken language.

2. Textbooks

Student: Our teacher doesn't like the textbook that has been assigned to our class and therefore he hardly refers to it except for the language laboratory exercises. I've always studied from a textbook. It helps me to see where I'm going and what progress I've made.

Teacher: Most of the textbooks we have were produced overseas. The situations and even some of the language they use often seem unhelpful. I much prefer to prepare my own material and run it off for the class. It takes ages to prepare, but it's worth it to make the lessons more relevant.

3. Activities

Student: We have a young teacher who is full of life. One of her teaching methods is for us to get up and act. Myself, I feel stupid doing that in front of the class. We didn't even do that as children in school in my country. Of course you don't like to refuse when the teacher tells you to do something.

Teacher: The class often seem reluctant to get up and role-play. It's really important that they should use their language in ways that approximate real-life situations. When I did my training course they emphasised the importance of role-play, but I notice that it's only the younger students from Europe who seem to enjoy it.

4. The first language

Student: I have a friend from my country who came to class with me one day. Her English was much better than mine and she explained to me what the teacher was saying. The only problem is that the teacher kept saying, "I hope you two are speaking English". For me, it was wonderful to have the chance to have things explained to me in my own language. What is wrong with that if we are speaking quietly and not interrupting the teacher?

Teacher: You find you have to keep reminding students that they are there to learn English, not to speak their own language. They can do that all the rest of the day. One way that works is to sit each student next to someone from another language group. They don't like it, but at least it makes them speak English.

Task

Interview members of different ethnic groups about some of the issues raised by these comments.

2.3 Using a Text Book

Teachers often comment on the advantages and disadvantages of using a textbook in their lessons. Can you add to these comments from the point of view of either the teacher or the students?

Advantages

The student can see at the end of the lesson what has been done.
There is a logical progression of work.
Pictures help to explain the meaning.

_____

_____

_____

Disadvantages

The situations may not be relevant to this country.
The lessons may not progress at the right speed.
Lessons based entirely on a book can be boring.

_____

_____

_____

Some of the ways in which teachers can use textbooks without relying on them for the whole lesson are listed below. Details are given on the following pages. A full list of text books referred to is given on page 13.

Teachers can :

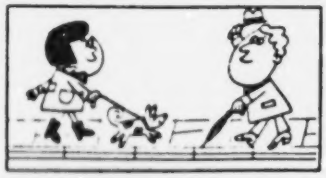
Introduce 'fixed phrases' through illustrated dialogues.
Make up support material for exercises.
Base vocabulary learning on word lists.
Record dialogues.
Set work for independent study.
Use the ideas in the text as a starting point for other things.

1. Introduce fixed phrases

Fixed phrases, such as 'I'll be seeing you', 'Here you are', 'I beg your pardon' and so on are best learned in context, but it is not always to create the context in which they would occur naturally, when there are only yourself and your student.

Text books can provide an example of such phrases used in the context of a dialogue, often supported with pictures. Here is an example from 'First Things First'.

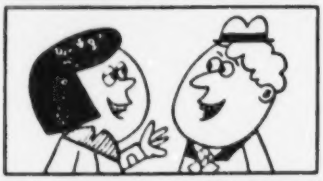
MR FORD: Good afternoon, Mrs Davis.
MRS DAVIS: Good afternoon, Mr Ford.



MR FORD: How are you today?
MRS DAVIS: I'm very well, thank you. And you?

MR FORD: I'm fine, thanks.

MR FORD: How is Mr Davis?
MRS DAVIS: He's fine, thanks. How is Mrs Ford?
MR FORD: She's very well, too, Mrs Davis.



MR FORD: Goodbye, Mrs Davis. Nice to see you.
MRS DAVIS: Nice to see you, too, Mr Ford. Goodbye.

The dialogue can be introduced in various ways. Try some of these ideas with your class.

Cover the words, show the pictures and say the dialogue before the student sees it written down.

Take one part of the dialogue and let your student take the other.

Write out the parts of the dialogue on separate cards for the student to put back in the right order later.

Use the pictures only, and work with the student at making up a dialogue of your own.

2. Make up support material

The material in the text book can be a starting point for making up materials that make the lesson more relevant. Here is a substitution table from Situational English, Book One.

Here ARE SOME	glasses cups spoons bottles eggs apples	and here IS SOME	milk. water. tea. coffee. butter. sugar.

For the student to practise this pattern in a meaningful way, the teacher could either bring along the actual objects, or make a picture sheet like this. The student then points at the objects as he or she says the sentence.

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3. Use the word lists

The list of words at the end or the beginning of some lessons can be a record of new words met during the lesson. They should not, of course, be taught out of context, but after they have been learned it is useful to have a list to refer to. The student should record the new words in some way in a book of his own. Some of the ways in which the new words can be recorded are :

As labels to pictures
With a translation in the student's first language
In a sentence that helps explain its meaning.

Here is a word list from Unit Five of English 903, Book 2. Suggest how some of the words in the list could be recorded by your student.

Word List

as
box
bread
buttered
cereal
corn flakes
dawn
different
dry
each
early-earlier-earliest
eggs
hard
house
latest
light
lunch
midday
midnight
occasionally
porridge
safe
same
slice
toast
wardrobe
work

Words	Ideas for recording them
_____	_____
_____	_____
_____	_____
_____	_____

4. Record dialogues

Some dialogues can be recorded for the student to practise either in the language laboratory or at home. The dialogue in the book can be modified by substituting different place names and so on where necessary. Here is an example of a dialogue from 'Conversation Exercises in Everyday English : Book One'. There are suggestions for varying the dialogue.

I played cards last night

A: What did you do last night?
B: I played cards.
A: And how about Fred?
B: He watched television.

A: What did you do yesterday evening?
B: I went to a dance.
A: And how about Edith?
B: She stayed at home.

PRACTICE

A: What did you do . . . 6?
B: I . . . 2.
A: And how about X?
B: He/She . . . 2.

6	2
yesterday	made some pastry
last Sunday	read a novel
Monday	listened to the wireless
Tuesday	knitted a jumper
this afternoon	some socks
at the week-end	did some sewing
	washing
	went fishing
	sailing
	wrote letters
	mended some clothes
	played golf
	football
	took the children to the seaside

What arrangements could be made to record material on tapes provided by students who have tape recorders at home?

5. Set work

Some textbooks have plenty of exercises which students can work through on their own. When there are answers as well at the back, the student can do some study independently of the teacher. The 'English 901' series has answers at the back of each book.

6. Use the ideas

Even when the actual material in the textbook seems irrelevant to the class, you may be able to borrow the idea to create a lesson of your own. For instance, here are some topics covered in 'Mainline Skills'. How could you use these ideas to plan lessons of your own?

Mainline	Your ideas
A map of London with a dialogue of people asking for and giving directions.	
Newspaper headlines.	
A newspaper extract quoting a Dutchman's comments on British housewives.	
An advertisement from a book club.	
A poster on saving power.	

References

Alexander, L.G. 'First Things First', Longman, 1967.

Alexander, L.G. and Kingsbury, R.H. 'Mainline Skills B', Longman, 1976.

Commonwealth Office of Education, Sydney, Australia. 'Situational English', Part One, Longman, 1965.

Jerrom, M.F. and Szkutnik, L.L. 'Conversation Exercises in Everyday English : Book One', Longman, 1965.

Strevens, Peter 'English 901', Collier Macmillan, 1964.

Strevens, Peter 'English 903', Collier Macmillan, 1972.

2.4 Planning Work

There are several sources for work with an ESL class.

1. A curriculum

The curriculum may be set out in a scheme planned by the school or institute, or it may follow the course outlined in a textbook. Examine some textbooks and list examples of their chapter headings. Then suggest what the basis for the progression seems to be. One example is done for you.

Textbook	Chapter headings	Basis of Progression
Breakthrough 2, Richards and Long.	Tell me about it. What's the difference? This is what I'm doing.	Language functions

2. Themes of interest to the student

With intermediate and advanced students in particular, teachers sometimes use themes as the basis of their lesson planning. Add to this list of themes.

Places of interest in the community
Job opportunities
Your country

_____

_____

_____

3. Students' needs and errors

Where there are several classes at the same time, it is possible to group students more or less homogeneously according to needs. What could be some needs that would form the basis of a class?

The need for literacy

_____

_____

_____

Once the class has been established, the teacher can be even more specific and base lessons, partly at least, on errors. Add to this list of things that students may have difficulty mastering in English.

Pronunciation of consonant clusters at the ends of words.

Use of verb tenses.

_____

_____

_____

_____

Summary

Although any one or several of these could be sources for lessons, it is probably helpful to have a policy for overall planning. There are further suggestions for choosing a method in Section 5.0.

3.0 LESSON CONTENT

The course you are using, and your own views of the relative importance of structure, vocabulary and so on, will determine the emphasis you place on the various aspects of English. In this section you will see ways in which these separate elements can fit together in a lesson. Students need to be able to do at least two things as a result of their English lessons: they have to be familiar with the parts that make up the language, and they need opportunities to put the parts together so as to communicate with others on topics of mutual interest.

The topics in this section are :

3.1 Parts to the programme

3.2 Structure
- Some generalisations
- One suggested progression
- Methods of teaching

3.3 Vocabulary
- Planning
- Topic vocabulary lists
- Ideas for teaching and practice
- Vocabulary learning

3.4 Fixed phrases
- Choosing the phrases
- Ideas for teaching

3.5 Cultural content
- Case studies
- Situations
- Daily living
- Worksheet

These are the tasks you will do :

- ☐ Consider factors that affect decisions in programme planning.
- ☐ Verify some generalisations on the teaching of structure.
- ☐ Look at sample language items.
- ☐ Plan and try out some teaching-learning activities.
- ☐ Comment on case studies.

3.1 PARTS TO THE PROGRAMME

Some of the aspects covered in English lessons are listed here. After each there are some decisions which must be made and factors that often affect those decisions. Tick the factors which most influence you.

Decisions	Factors affecting the decisions
Structure	
Which structures are important? Which should be taught first? What is a good order? How can structures best be taught and practised?	Students' previous study of English or other languages. ☐ Comparisons between L1 and English. ☐ The composition of the class. ☐
Vocabulary	
How many words per lesson? What words? How is meaning presented? How are new words practised?	Students' ability and enthusiasm. ☐ Expediency in a class of varied needs. ☐
Situational Phrases	
Will students just 'pick them up' anyway? How many registers should be taught? How can the phrases be presented in context?	Opportunities to talk with native speakers. ☐ Teaching materials available. ☐
Speaking, Listening, Reading, Writing	
What proportion of time should be spent on each? What about non-standard forms?	The purposes for which students are learning English. ☐ Availability of materials. ☐
Learning about Life in New Zealand	
How are topics selected? What do students need to know?	Students' living circumstances. ☐ Opportunities for outside visits. ☐ Countries of origin. ☐

3.2

STRUCTURE

GENERALISATIONS

To start yourself thinking about the way in which you plan a structural progression in your work, read these statements. For each, answer yes or no. When you answer no, reword the statement to suit your point of view. Be ready to share your ideas with the group.

1. The order in which to teach the structures of English to an ESL class is largely an arbitrary choice.

Yes / No

2. Some of the most complex structures of English are those that a student needs most urgently.

Yes / No

3. It is possible to make oneself understood in English by using only a small number of structures.

Yes / No

4. It is more important for learners to understand the full range of English structures than to be able to use them themselves.

Yes / No

5. Labelling the structures of English with their grammatical terms is only one way of helping students see the patterns of the language.

Yes / No

One Suggested Progression

The following is one teacher's plan for working through some of the structures of English. The teaching was spread over a period of time and the structures taught were not the only ones in the lessons. Following each item, there is a question or task to be done. You may like to assign different questions to each member of the group.

1. Present simple (interrogative form)

    Do you want some?
    Do you take tea?
    Where do you live?
    How do you spell your name?

    What justification could there be for teaching the interrogative form before the statement?

    _____

    What other examples of this form would you add to the lesson?

    _____

2. Present simple (statement form)

    I have two brothers.
    I like coffee.
    I need a stamp.
    I feel ill.
    I come from Tonga.

    Which of the statements would a student be more likely to use as a short answer to a question?

    _____

3. The present tense of 'to be'

    This is my wife.
    My brother is in Thailand.
    Where are the shops?
    What is your name?

    List some common expressions where the verb 'to be' is used in the present tense.

    _____

    _____

4. Future simple (statement form)

I'll carry that.
We'll come and get you.
He'll ring you up.
I'll come at 10 o'clock tomorrow.

In terms of the functions (or purposes) of language, these are examples of offering help and making plans. What other functions make use of this tense? Give examples.

_____

_____

5. Present continuous

They are waiting.
She's coming tomorrow.
Are you working tonight?

What difficulties have you had in teaching either the form or the usage of this tense?

_____

_____

6. 'If' with the present simple

Come if it's a nice day.
Ring if you need me.
I'll come if you ring me.
We'll be home if you ring.

What would you do about this structure?

☐ Help students understand but not use it.
☐ Teach students to use it.
☐ Leave it until later.

Be ready to justify your answer.

7. Future simple (question form)

Shall I wait for you?
Will you see your cousin at the weekend?

List some more examples of this tense that you would teach to a beginners' class.

_____

_____

8. Must, need, have to

You have to sign the form.
You need three two-cent pieces.
Do I have to make an appointment?
Do you need any fruit?

Which of these forms would you teach for the question?

_____

What situations would you choose to illustrate these verbs?

_____

9. Can

The baby can walk now.
I can understand if you speak slowly.
Can you read this?
Can you change two dollars?

What are some of the problems in hearing the differences between 'can' and 'can't' in the following examples? How would you help students distinguish between them?

I can come. I can't come. Yes I can.

_____

_____

10. Past simple (interrogative form)

Did you have a good weekend?
Did you see the programme about Hong Kong last night?
Did you see the doctor?
Where did Tom go?
What did he say?

Which would you teach first - the statement form (I saw it) or the question form (Did you see it?)? Why?

_____

_____

11. Question tags

..... isn't it? ..... is it?
..... can't you? ..... can you?
..... don't you? ..... do you?
..... didn't they? ..... did they?

There are several difficulties associated with understanding and using question tags. Comment on some of the points listed below.

Intonation as a guide to surprise, encouragement and so on.

_____

Knowing whether the speaker is inviting agreement or disagreement.

_____

Working out the rules for forming question tags.

_____

12. Past continuous

I was working then.
I was looking after the children.
We were living in Samoa.

Students often find it hard to distinguish between this tense and the past simple. Do you think the distinction is an important one? How do you help your students understand and use these two tenses?

_____

_____

13. Indirect questions

I don't know where to go.
Please tell me what to write.
The teacher showed me how to fill in the form.

In what situations might your students need to use indirect questions?

_____

_____

14. For +-ing, To + infinitive

This is to oil the machine. This is for oiling the machine.

I want something to put on cuts. I want something for putting on cuts.

She went to get some bread.

These constructions of purpose are particularly useful when a person doesn't know the word for something (Have you got something for making plants grow?) or when one person is explaining to another how to use equipment (This is for releasing the lid). List some more examples.

_____

_____

_____

_____

15. Present perfect tense

They have just arrived.

She has gone to the shops.

Where has he put our things?

What suggestions have you got for teaching (a) the form and (b) the use of this tense?

(a) _____

(b) _____

16. The gerund as object and after prepositions

Do you like cycling?

The lock needs mending.

Do you know about getting the sickness benefit?

In what order of priorities would you teach these three uses? Suggest an activity for learning and practising each of them.

_____

_____

_____

17. Comparison of adjectives

big	bigger	biggest
good	better	best
difficult	more difficult	most difficult

Once the form of the comparisons has been mastered, suggest some activities for practising them in ways that involve genuine communication.

---

18. Phrasal verbs

Pick up the children. Pick the children up.
Pick them up.
Look at, look after, look for.
Put on, put off, put out, put away...

These could be considered vocabulary rather than structural items. What is the structural difficulty with them?

---

19. Determiners

a, the, some, any.

Since determiners are often taught near the beginning of a course, can you suggest any reasons why they have been left so late here?

---

20. The future with 'going to'

We're going to see our grandparents on Saturday.
I'm not going to finish this work today, I'm sorry.
Are you going to stay home tomorrow?

Choose some examples to illustrate times when you would prefer to use this future tense rather than the future simple.

Tasks

1. Plan a progression of twenty items of structure for your own class. They need not start from the beginning. You may plan for a class which has already reached a certain level of English.

2. Share with the group suggestions for teaching one particular structure. Include both learning and practice ideas.

3. Use a number of text books to draw up a cross reference for helpful examples of teaching particular structures.

Methods of Teaching

A student probably has to pass through at least five stages in learning to use a new structure of English.

1. Hear or read the structure for the first time.
2. Say the structure.
3. Find out how to extend the structure and apply it to new contexts.
4. Check that he is saying it correctly by using it in communication with others.
5. Have further practice in written or spoken exercises.

Some of the ways in which teachers can help students to move through these stages are listed below. Grade them according to your preference with your class.

- ☐ Pictures
- ☐ Real life experiences
- ☐ Work sheets prepared by the teacher
- ☐ Dialogues
- ☐ Written exercises
- ☐ Communicative activities

On the following pages examples of these teaching-learning ideas are associated with each stage of the learning process. The structure which is to be taught is the short answer: Yes I am, No I'm not etc.

A. Introduce the Structure

The teacher can ask the students questions from real life to which the answers are yes or no.

Are you working tomorrow?

Is your husband coming home early tonight?

As the students respond with 'yes' or 'no', the teacher expands the answer :

Yes I am.	No. I'm not.
Yes he is.	No he's not.

What other questions could you ask your student, based on their real life experiences, to which the reply would be 'Yes I am', 'Yes he is' etc.?

_____

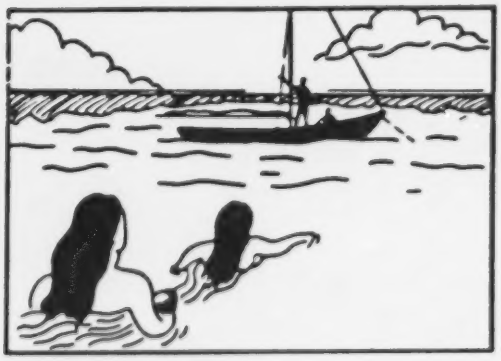
_____

_____

B. Practise the Structure

Pictures can be used to introduce further topics through which the students can practise the new learning. Some steps in the practice stages are set out here.

1. Listen to the teacher giving models of questions and answers.



Are the girls swimming?
Yes they are.

Are the men swimming?
No they're not.

Plan some more model questions and answers.

2. The student asks questions starting as indicated by the teacher, and listens to the teacher's responses.

Are the people _____

_____

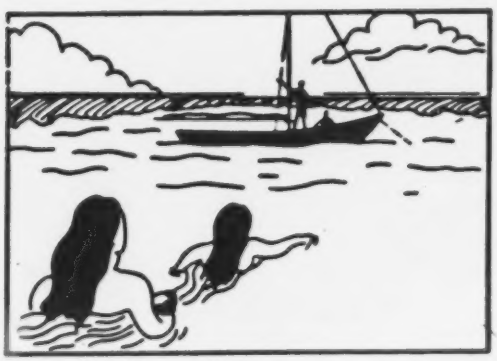
Is the boat _____

_____

Are the waves _____

_____

3. Finally the student is ready to start practising the responses as the teacher asks questions.



Are the girls swimming to the boat?

_____

Are the men in the water?

_____

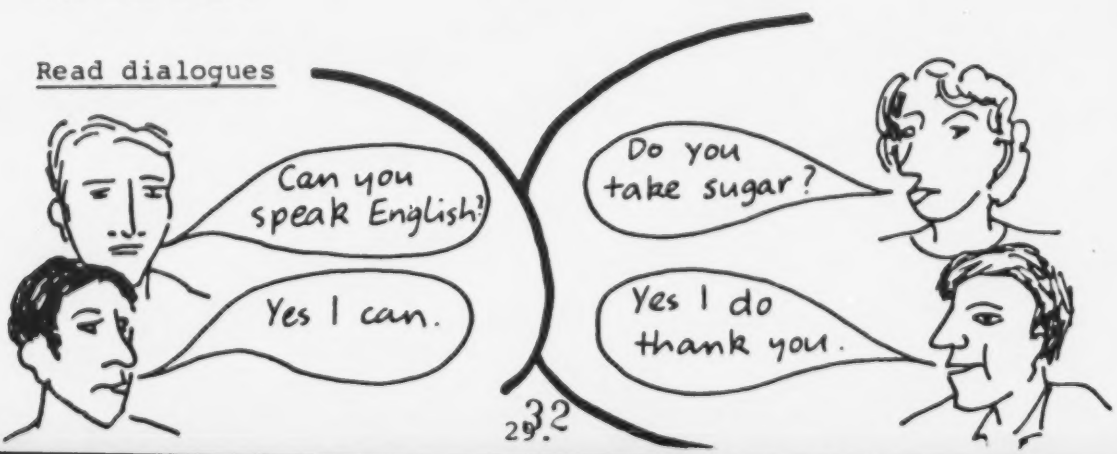
Is it raining?

_____

C. Extend the Structure

The same pattern of short answers can be used for other verbs (Yes I can, No they haven't etc.). Notice that the response "Yes I do', 'No I don't', does not follow the same pattern. One way to extend the structure is through worksheets or blackboard exercises. Some suggestions are set out here.

1. Read dialogues



2. Match questions and answers

Do you	speak Samoan? take milk? play sport?	
Can you	lend me $5? read this? help me a minute?	Yes certainly. No I can't, I'm sorry.

3. Complete sentences

Do you speak Chinese?
No I _____ but I speak Vietnamese.

Hello, are you Tongan?
No, I'm _____. I'm Samoan.

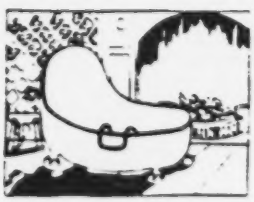
_____ you like swimming?
_____ I do.

Can you read Khmer?
Yes I _____. I can read and write Khmer.

can
do
don't
not
yes

D. Check use of the structure through communication

In a communicative activity, students each have some information which has to be communicated in words, rather than by showing. This can include sequencing the parts of a story.



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E. Promoting independent Learning

The tutor shows the student sections in text books which give further practice in the structure. Here is an example from English 901, Book Three, Unit 10, published by Collier Macmillan. The answers are given at the back of the book.

4. Answer the following questions with "yes" and "no".
   Example: Do you understand French? Yes, I do. No, I don't.

   a. Is Mr Cooper tired?
   b. Do you like my dog?
   c. Do you want to know what I think?
   d. Does she like music?
   e. Am I sad?
   f. Are we happy?
   g. Was he working yesterday?
   h. Were we at home?
   i. Did you enjoy your holiday?
   j. Did you think a lot of Mr Cooper?
   k. Does he think I'm mistaken?
   l. Is Mary always so happy?
   m. Am I mistaken?
   n. Is Mr Cooper working late tonight?

Tasks

1. List some limitations to basing language learning on the students' own experience.

2. Plan a worksheet for the practice stage of a lesson on structure.

3. Try out the communicative activity with a class and comment on its suitability for different levels.

3.3 VOCABULARY

Planning

Some of the questions raised by teachers about the vocabulary content of their lessons are which words to teach, where to select the words from, how to prepare learning and practice activities and how many new words are a reasonable target each week. For each of the following questions tick one answer.

1. What is the main source of the new words you teach your students?

- ☐ The textbook
- ☐ Reading material
- ☐ Themes or situations chosen by you
- ☐ Published word lists.

2. How do you prefer students to understand the meanings of new words?

- ☐ From context
- ☐ By using a dictionary
- ☐ Through explanations which you give
- ☐ By watching you demonstrate.

3. Which of these practice activities do your students seem to prefer?

- ☐ Word 'games'
- ☐ Written exercises
- ☐ Communicative activities
- ☐ Discussions and answering questions.

4. How do you decide the number of new words to be learned?

- ☐ Follow the text book
- ☐ Discuss goals with the students
- ☐ Sense when they have had enough
- ☐ Set a number based on previous experience.

Topic Vocabulary Lists

In order to organise the teaching of new words, many teachers like to prepare a list of topics under which the words can be classified. For each of the following topics, a list of words has been started. There is a space for you to add words which you would include in this topic for your students.

Amount and quantity

How much?	a lot	_____
(Numbers)	full	_____
half	empty	_____

Animals

dog	wing	_____
cat	fly	_____
horse	bark	_____

Behaviour

congratulations	hit	_____
refuse	give	_____
try	steal	_____

Body

head	bone	_____
hair	skin	_____
arm	blood	_____

Buildings

build	house	_____
library	garage	_____
school	shed	_____

Clothes

jeans	jersey	_____
wear	shoes	_____
a pair of	try on	_____

Colours

red	grey	_____
black	dark	_____
green	fair	_____

Communication

letter	stamp	_____
advertisement	post	_____
telephone	television	_____

Containers

jar	box	_____
bucket	glass	_____
bottle	cup	_____

Cooking

recipe	bake	_____
boil	rise	_____
mix	add	_____

Daily routine

begin	have (lunch etc)	_____
get up	clean	_____
wash	do the (lawns, dishes etc)	_____

Directions

right	street	_____
left	block	_____
corner	sign	_____

Doctors and hospital

medicine	breathe	_____
appointment	cold	_____
poison	'flu	_____

Family

grandparents	baby	_____
mother	cousin	_____
sister-in-law	relative	_____

Feelings

glad	surprised	_____
sorry	frightened	_____
smile	like	_____

Food and drink

egg	eat	_____
bread	drink	_____
meat	have a...	_____

Gardens

tree	plant	_____
lawn	grow	_____
grass	dig	_____

Hobbies, interests

sing	photograph	_____
dance	magazine	_____
music	race	_____

Tasks

1. Here are further headings. Choose some that could be of interest to your class and suggest some words to teach.

houses
jobs
mathematics
materials
money
movement
nations
people
personal details
place
places
problems
religion
religion
saying things
school
senses
shopping
things we use
thinking
time
transport
understanding
visiting
war
weather
work
world

2. Try out one of the teaching suggestions on page 36 .

Topic	Resources	Activities
Amount and quantity	Sewing and knitting patterns Instructions for assembling kits Supermarket advertisements	Read instructions and match them with diagrams. Ask questions about the instructions. How much? How many? How long? Compare prices
Clothes	Items of clothing Advertising brochures	Label pictures Group pictures in various ways (outdoor clothing, children's clothing, summer clothes.)
Cooking	Recipes Ingredients	Sequence the steps of a recipe. Match illustrations with the steps for cooking. (Some children's recipes are suitable) Demonstrate processes (mix, pour etc.)
Doctors and hospitals	Photographs of signs at hospitals Copies of medical forms Dialogues between doctor and patient Chart of body	Read dialogues about medical problems. Fill in forms. Label parts of the body. Describe medical problems.

Vocabulary Learning

People need to meet and use new words many times in a variety of situations before the words become part of their own vocabulary. Here are some examples of ways in which word meanings can be learned.

1. Direct experience

   Many new words are learned as students do activities together. Within the limits of the classroom, some things are easier to organise than others, but here are some activities that could be done in class. Can you add others?

   Students demonstrate and teach one another crafts (weaving, paper-folding .....)
   Plan and prepare a class meal.
   Learn a new game (chess, scrabble ....)

   _____

   _____

2. Pictures and photographs

   Second hand experience comes as students look at and label pictures and photographs.

3. Demonstrations

   Suggest words and phrases whose meaning can be demonstrated.
   Straight ahead, turn right, turn left ...

   _____

   _____

4. Showing examples

   What examples are readily available to you in your teaching?

   _____

   _____

5. Define a word with simpler words

population: The people in a country, or a city, town or village.

carefully : _____

6. Synonyms and antonyms

expensive : It's dear. It's not cheap.

frightened : _____

_____

7. Particular examples

disabled : Some people cannot see. They are blind.
Some people cannot hear. They are deaf.
We say that blind people and deaf people are disabled.

foreign : _____

_____

8. The student's first language

south 南方

How can you use translation in class?

_____

_____

9. Word analysis

What examples of word analysis would you teach students?

un - break - able _____

_____

10. Parallel situations

Draw parallels between a new word, and words the student already knows. For example :

A policeman looks after people and buildings.

A traffic officer looks after cars, trucks, motor bikes .....

How would you explain some of these through using parallel situations?

a Plunket nurse, a procession, dentist, minister ....

Vocabulary Practice

Once the meaning of new words has been understood, students need to have practice in using them. Here are some suggestions for giving students practice in using vocabulary.

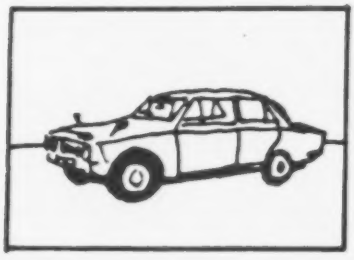
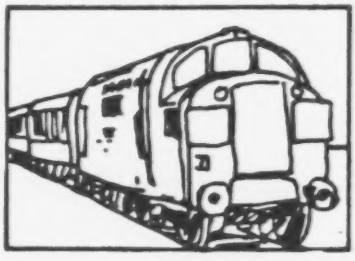
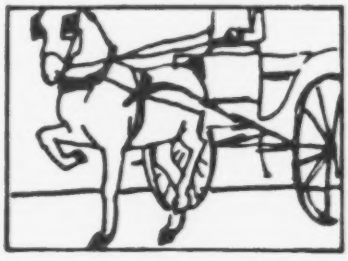
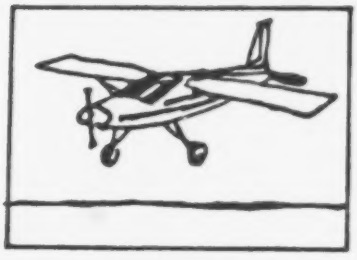
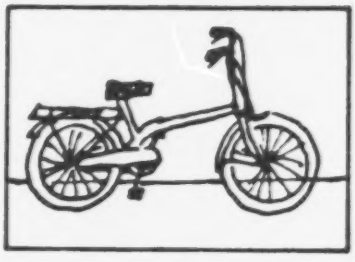
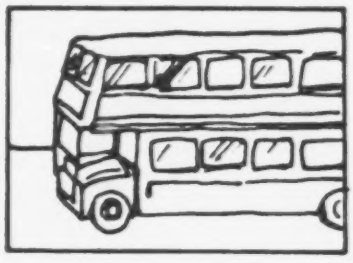
1. Progressive discovery

   Each student is given an object or a picture of an object to describe to the group. The teacher can limit the number of sentences to be used in the definition. Here is one example. Make up another and try it out on one another.

   It is made of wood or metal. _____
   It is long and thin. _____
   You put it through meat. _____
   It goes into the oven with the meat. _____
   (Answer: a skewer)

2. Grouping and labelling

   Group picture cards in various ways and choose labels for the group.

Label	Group
_____	_____
_____	_____

3. Putting a word in its group

   To practise new general words (containers) try listing all the words that belong in that group.

containers			
jar	bottle	tin	packet

   Suggest groups for each of these new words :

   worried, string, jersey, scalded.

3.4 FIXED PHRASES

Part of the English language is made up of groups of words which form fixed phrases. These phrases do not always have a pattern and are therefore not easy to learn. However, because they are part the most frequently used areas of English they need to be understood and then used by students early on. The teacher needs to decide which fixed phrases to teach and how to help students learn and practise them.

Choosing the phrases

Students need to know when to use phrases appropriately, and how to respond when others use them. Add to the following list.

Situation	Phrases
Greeting people	Hello. How are you? Very well thank you. And you?
Making introductions	This is my brother. I'd like you to meet Maria.
Ending telephone conversations	It's been nice talking. Thanks for ringing. I'll be seeing you. Well, I must be going.
Making small talk with strangers	
Thanking people and accepting thanks	
Giving good wishes	
Farewelling people	

Ideas for Teaching

The following are some suggestions for learning and practising the language of fixed phrases.

1. Dialogues and pictures

   Learn the meaning of a fixed phrase and when to use it, by seeing it illustrated in context. There is an example of an illustrated dialogue on page 8. What are some different ways in which this lesson could be used with a class?

   _____

   _____

   _____

2. Role play

   Act out the conversation, substituting different names and objects.

3. Sequence the dialogue

   The conversation can be written on separate pieces of paper for the students to put back in order. This can be made into a communicative activity if each student sees only one part of the dialogue, and has to read it aloud to the others. The group must then decide on the best order.

4. Match words and picture

   Fixed phrases are matched to the appropriate picture.

   What are some sources of suitable pictures?

   _____

   _____

   _____

5. Match phrases and responses

Half the class have fixed phrases to start a conversation; the other half have the responses. As a phrase is read out, the person with the response calls it out.

Congratulations. _____

This is my sister. _____

I'm very sorry. _____

Nice day. _____

See you later. _____

Well, I must be going. _____

How are you? _____

That's all right. Yes it is. Right. I'll see you.
Very well. And you? Thank you. Yes, see you.
Hello. Nice to meet you.

Task

Start to list further examples of fixed phrases and their responses.

6. Grade expressions

Arrange expressions from the least to the most formal.

Hi! Hello. How are you? How do you do?

Task

Discuss your policy on teaching a variety of registers to your students.

3.5 CULTURAL CONTENT

It is not possible to teach a language without reference to the context in which the language is spoken. Teachers are often reminded of this when they use textbooks produced for students in other countries. Part of the role of the ESL teacher is to introduce the students to ways in which things are done in a new country, and information needed for day to day living. This does not mean telling people that they must change their own customs; rather it is helping them to be familiar with new situations. Here are some case studies to help you think about the cultural content of your lessons.

Case Studies

Comment on the following remarks by ESL teachers.

1. One of my women students comes along to class wearing a pink frilly garment which New Zealanders would think of as a housecoat. Should I say something to her so that people do not laugh at her in the street or should I hope that New Zealanders can get accustomed to seeing people do things in different ways?

2. The text book we use was published in Britain. I can't decide whether it matters that footpaths are called pavements and the pictures show double-decker buses.

3. How can I introduce my students to the way things are done here without making it seem that I want them to act in the same way as everyone else? They often ask me about how to do things like entertaining visitors in their home, when I really think it is more interesting for visitors to be introduced to their ways of doing things.

Situations

One way of focussing on the cultural content of lessons, is to think of situations in which students need to use language for reading, writing, speaking and listening and to list the associated behaviour which may be new for students. In the following list of examples, suggest what additional questions your students might have.

Aspect of language	Example	Questions
Reading	Accounts that come through the post.	Where are they paid? What is the difference between an account and a statement? Who can answer questions about accounts?
	Supermarket labels and signs.	Why are people's bags searched at the check-out? Is there anyone to help you at the supermarket?
Writing	Cheques	How do I decide on my signature? Can anything go wrong if I have a cheque book?
	Personal letters	What do the different letter endings mean?

Aspect of language	Example	Questions
Speaking	Welcoming visitors	Who is supposed to say when the visit is over - the host or the visitor? Is it alright just to drop in on people or should I telephone first?
	Talking to the children's teachers.	What is the routine if I want to explain something to my children's teacher? How can I show respect for the teacher?
Listening	Answering telephone calls	How can I sound polite on the telephone even with my little English? What are the signs that the other person wants to end a telephone call?
	Answering the door to strangers	How do I tell the difference between people to invite in and others? Is it possible to be polite and still say 'no' to a door-to-door salesman?

Daily Living

The cultural content will run through all parts of your lesson, but there may be times, particularly after the beginners' stage, when the class can discuss different ways in which things are done from one country to another. Another aspect is including information about coming events which will affect your students. Suggest some activities you could do in class for some of the following topics. The first one has been done for you.

Public Holidays

Mark the coming holidays on a calendar.
Compare holidays in New Zealand with public holidays in the students' countries.
Look at photographs or filmstrips of festivals in other countries.
Read about the meaning of particular holidays.

Special events

(Visits of foreign leaders to New Zealand, the elections ...)

_____

Regular routines

(Car registration, income tax ...)

_____

Changing routines

(Daylight saving, a rise in the price of milk or petrol, an eclipse ...)

_____

Local facilities

(Library, parks, shows, children's holiday programmes ...)

_____

Social customs

(Visiting, telephoning, meals ...)

_____

Learning about living in New Zealand

Here is some information teachers include in their lessons. Tick the ones you consider important and be ready to justify your choice.

- ☐ Change in routines, such as the rise in the price of milk.
- ☐ Historical reasons for public holidays.
- ☐ Current world events.
- ☐ Social customs of New Zealanders.
- ☐ New Zealand history.
- ☐ Visits to local places of interest.
- ☐ Leisure activities in the district.
- ☐ Job opportunities.
- ☐ Geographical facts about New Zealand.
- ☐ Maori pronunciation of place names.
- ☐ Local events.

You might like to suggest others.

_____

_____

_____

4.0 ASPECTS OF LANGUAGE

Decisions have to be made about the relative time spent on reading and writing on the one hand, and speaking and listening on the other. In larger institutions, where students are graded into classes according to their command of language, it is sometimes difficult to know whether to place students according to their ability in the written or spoken language. Some people who have lived here for many years are reasonably fluent speakers, but cannot read and write. Others who have studied English before coming to New Zealand may be proficient at reading and writing, but have difficulty in speaking and listening to English.

Here are the topics covered in this section :

4.1 Reading
- Range of needs
- Making decisions about a reading programme
- Real life reading tasks
- Reading for language development
- Sources of reading

4.2 Writing
- Comments from teachers
- Skills in writing English
- Functional writing
- Guided writing

4.3 Speaking and listening
- Emphases
- Students' needs
- Activities for speaking and listening

4.3 Speaking and listening
- Emphases
- Students' needs
- Activities for speaking and listening

You will have an opportunity to do the following things :

- ☐ List some of your students' needs in reading, writing and spoken English.
- ☐ Match activities with reported needs.
- ☐ Respond to teachers comments about reading and writing programme
- ☐ Plan useful tasks for reading and writing.
- ☐ Find out about suitable books for adult new readers.

4.1

READING

Range of Needs

The reading part of an ESL class can have at least three purposes. At the most elementary level students are learning to read and write a new script at the same time as they learn to speak and understand a new language. Others, who are already fluent in spoken English, now want to learn to read because they see the need for this skill in order to function comfortably in New Zealand.

A second group of students, familiar with the Roman script, can already 'read' in the sense of relating what they see to what they hear. For them, reading may be an additional way to increase their English vocabulary and structures.

Other students again want to be able to read English as they read their own language, both for pleasure and as a means of obtaining information.

The ESL teacher has to find out the reading goals of individual students in the class and arrange programmes which are flexible enough to help them all. Write a statement about the reading needs of the class you are currently teaching.

Making decisions about a Reading Programme

In planning a reading programme for their students many teachers report difficulties when they have tried to help their students to read.
What suggestions would you make to teachers who made the following remarks :

1. My main purpose is to help the students speak in a way that others can understand and to understand what others are saying to them. We really haven't got time to run a reading programme on top of that.

2. The problem with reading is that there is so little suitable material available. Even the books written as 'easy' adult readers are on topics that are of no interest to my students. Culturally the topics are completely alien to them.

3. The students in my class do not want to read books. They don't read books in their own language. Why should they read books in English?

4. Some of the students can read very well in the sense that they can open a book and pronounce the words intelligibly to others. However, when we talk about the reading material they don't appear to have understood it very well.

5. One of my students has the idea that reading means sitting with a dictionary on one side of the book and a notebook on the other writing out the translation of all the new words. That doesn't strike me as a very pleasurable way to read and I'm trying to introduce him to the idea of guessing the meaning of new words from the context.

6. Every now and then one of my students will thrust a book at me and ask me to read a bit of it into her taperecorder. Goodness knows what she does with it when she gets home. Is that reading

Real Life Reading Tasks

In Section 3.4 we saw that one way of focussing on the cultural aspects of the lesson is to consider times when students need to do particular tasks in reading, writing, speaking and listening. You might like to extend this idea now by 'brainstorming' with other teachers to produce a list of real-life reading tasks which would be a basis for beginning reading with a group of pre-literate ESL students. The list has been started for you.

Accounts
Advertisements
Calendars
Catalogues
Cheques
Collection envelopes
Kitset instructions
Labels on products
Maps
Medicine labels
Notices on doors
Posters
Price tags on garments
Public notices
Recipes
School notices
Schop names
Street names
Supermarket signs
Traffic signs

4.3 Reading for Language Development

For the student who has passed the stage of functional literacy, reading becomes a skill which helps in general language development. The patterns of English are learned and reinforced as they are met in context and new words are added to the students' vocabulary. Here are some general ways in which reading for language development can be part of the ESL programme.

Library Visits

Introduce students to the local or school library. Show them particular sections which are of interest to them, such as the sections on easy adult reading and illustrated geographical books from different countries.

What preparation with the librarian might be helpful before the visit?

_____

What other sections of the library could be of interest to your students?

_____

Reading in class

Have a time of individual reading in class. During this time some students can read aloud to the teacher; others may use dictionaries to check new word meanings or ask the teacher for explanations.

Comment on this idea if you have tried it with your class.

_____

Personal reading

Students are encouraged to do their own reading from a range of books and magazines provided by the library or the teacher. Techniques such as reading for general meaning can be talked about in class and students can keep notebooks for new words which appear several times or which he recognises as having heard but not fully understood in spoken English.

Sources of Reading

With the increasing emphasis on reading material for adult new readers, it is becoming easier to find reading material for ESL students which is interesting without being too difficult. If your school or library does not have suitable material, you might like to start a list now. Many public libraries are interested in having suggestions for books which can be bought. Here are some headings you could think about.

Geographical Books

Some books which have photographs and only a little text are interesting for students.

Children's Books

Many books on non-fiction topics are of interest to adults. The McDonald's and the Macmillan's series are examples.

Magazines

Special interest magazines with plenty of photographs and illustrations help students to read about topics they already know something about.

Newspapers

Students can be directed to particular parts of the newspaper such as the children's page as they become more fluent readers.

How-to-do it Books

There are several books available which show processes with photographs accompanied by simple texts.

Fiction

Some publishers have works of fiction produced in simple versions for either teenagers or adults with small reading vocabularies.

Photographic books

Any books which tell a story through photographs and a minimum of text may be of interest.

WRITING

Comments from Teachers

As a start to thinking about a writing programme for your students, you might like to see whether you agree or disagree with the following comments from teachers. Where you disagree, reword the statement.

The best way to learn the Roman script is to do copying exercises as little children do in primary schools.

Yes / No

For some students, particularly older ones who cannot write their own language, writing is an unrealistic goal.

Yes / No

Writing is something I prefer the students to do as a homework task. It takes time away from oral work to do writing in class.

Yes / No

Some writing tasks such as dictation, are useful for general language development.

Yes / No

The students' development in writing should be running parallel with their development in speaking.

Yes / No

Because students associate writing with serious study, I like to have some writing in every lesson.

Yes / No

Skills in Writing English

The following are some skills which students need and which can be part of a programme in written English. Tick the suggestions which you think would be important for your students.

- ☐ Printing the Roman script
- ☐ Developing a personal style for cursive writing
- ☐ Punctuation
- ☐ Sentence construction
- ☐ Paragraph construction
- ☐ Cohesion
- ☐ Spelling
- ☐ Layout and presentation
- ☐ Proofreading
- ☐ Style

The next step is to decide in what order and how these skills should be taught. You will also want to look at materials already produced to help students, and decide for which skills you would like to develop materials of your own. You might like to write a sentence or two on which of these steps are priorities for you.

Functional Writing

As with reading tasks, so with writing, it is helpful to focus on the situations in real life when the students actually need to write. In section 3.4 you started to look at examples of functional writing. Add to this list some writing tasks that are relevant to your students which could be part of your teaching.

Labelling

Food in containers in the kitchen cupboard

Photographs in an album

Copying

Recipes

Addresses

Instructions on how to do things

Filling in

Filling in time sheets

Completing task form

Note writing

Sending cards for birthdays, Christmas ...

Copying down telephone messages

Leaving notes for tradesmen

Letter writing

Absence notes to school

Addressing envelopes

Guided Writing

Between the stage of copying and free writing, there are several ways in which students can develop their ability to write English. Grade the following suggestions from 1 to10 according to their level of difficulty for your class.

- ☐ Dictation
- ☐ Cloze tests *
- ☐ Copying sentences under the right picture *
- ☐ Answering written questions *
- ☐ Putting word cards in the right order and copying out the sentences. *
- ☐ Filling in a form for someone else by asking the other person questions and writing down the response.
- ☐ Filling in forms for themselves.
- ☐ Taking notes during a slide show.
- ☐ Writing sentences from substitution tables. *
- ☐ Writing from a model paragraph. *

* Examples of these items are given on the following pages.

The following examples illustrate some of the ideas set out on the last page.

Cloze tests

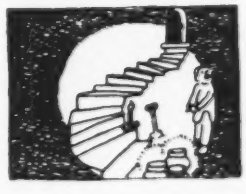
Students complete a paragraph by using words from a list. The paragraph should relate to something that has already been done or talked about.

Yesterday we _____ a marae. We _____ by bus. Some Maori people _____ us at the gate. They _____ us to their meeting house. They _____ to us and we _____ to them.

met
sang
took
visited
went

Copying sentences under pictures

Both pictures and sentences could be presented in jumbled form. Once the order is correct, the sentences can be copied under the photographs.



_____ _____ _____

_____ _____ _____

At last at the foot of the stairs, he found the jars.
So he took the candle and went along the dark corridor.
"Can you take the candle and look for the jars?"
asked the grandfather.

Answering written questions

Since this is a task which leads on to form filling, students should be encouraged to give short answers to such questions. The task can be partly an oral one if students work in pairs questioning one another and writing down the other person's answers.

What suburb do you live in?

_____

How close is your nearest bus stop?

_____

How often do the buses run during the week days?

_____

How often do they run at the weekends?

_____

Do you have any problems with buses in your district?

_____

Ordering a sentence

Putting words together to make a sentence is one way of thinking about the details of a sentence pattern.

bus	usually	work	go	I	to	by

Writing sentences from substitution tables

To ensure that this is not simply a copying task, the table should be built up on the blackboard with contributions from the class. An example of a table for an elementary class could be :

(Names of students)	comes from	Samoa. Tonga. Poland. China. Vietnam.
..... and	come from	

Writing from a model paragraph

This worksheet shows three possible stages in writing a paragraph.

Read this

Auckland is a big city. More than half a million people live in Auckland. They go to work on buses, in cars and by bicycle. Auckland has many hills. It also has a harbour. Visitors can go to see the museum and they can walk in the parks.

Answer these questions

How many people live in Auckland?

_____

How do they go to work?

_____

What has Auckland got?

_____

What else has Auckland got?

_____

Where can visitors go? What can they do?

_____

Write about your town or city

_____ is a _____.

_____ people live in _____. They go to work _____. _____ has _____. It also has a _____. Visitors can go to see _____ and they can _____.

Emphases

One trend in oral English programmes for adults has been the increasing emphasis on genuine communication and the shorter time spent attending to details of pronunciation. Many people wo-ld go so far as to say that one's accent or pronunciation do not need special attention except where they prevent understanding. In this section we shall be looking at ways in which students can increase their confidence and ability to speak and to follow the speech of others.

Some of the things teachers organise as part of a programme in spoken English are listed here. To start you thinking, answer these questions for the students in your class.

What opportunities do they have for speaking English with New Zealanders?

_____

_____

Are there any things which you think make it hard for other people to understand them?

_____

_____

What factors seem to determine the speed at which particular students develop fluency in English while others take longer?

_____

_____

Which parts of the oral programme do the students seem to enjoy most?

_____

_____

Students' Needs

The following list suggests some reported needs of students in speaking and listening to English. On the following page are some activities which teachers often organise for an ESL class. For each need, suggest which activity might be most helpful. Add any other activities which you use with your class.

To have confidence to speak to New Zealanders

_____

To pronounce words more clearly

_____

To know a range of registers

_____

To follow radio and T.V. programmes

_____

To take the initiative in conversations

_____

To use intonation to convey different emphases

_____

To be able to read aloud to others

_____

To express adult ideas within a limited vocabulary

_____

To use the telephone

_____

Suggest which of the needs listed on page 62 are at least partly met by each of the following activities.

Compare recordings of different speech registers.

Discuss cultural aspects of talking to people.
(When is it acceptable to talk to strangers?
What about touching people when you talk to them?)

Do language laboratory exercises.

Have discussions.

Interview people.

Join in social functions.

Listen to radio recordings.

Make impromptu and prepared speeches.

Make genuine telephone calls.

Meet New Zealanders in the classroom.

Practise particular sounds.

Read and practise dialogues.

Record and listen to yourself on tape.

Roleplay various situations (telephone calls, welcoming guests...).

Activities for Speaking and Listening

Most books and journals on teaching English as a Second Language have pages of activities for developing oral fluency.

Here are some suggestions for making a selection of such activities for your class.

1. Visit classes to observe some language activities. Often ideas from ordinary New Zealand primary classrooms or even foreign language classes in high schools can be adapted to suit ESL classes.

2. Start a collection of word games that involve speaking and listening.

3. List suggestions from magazines and periodicals for future reference.

4. Collect pictures that are suitable for various aspects of the oral programme.

5. Try out some of the ideas you have read about or seen, and report back to the group.

6. 'Brainstorm' ideas with your colleagues for activities that they have found successful.

7. Find out about the different types of communicative activities and make samples where these do not exist in your school or institute.

8. Check some of the suggestions you have gathered on this page against the list of students' needs on page 62.

5.0 TEACHING-LEARNING METHODS

In answering questions about which language teaching method they use with their classes, many ESL teachers find it difficult to give a short answer. This is often because they use a mixture of methods, taking into account the different needs of their students.

The parts to this section are :

5.1 Your own methods
5.2 An overview
5.3 The functional approach
5.4 Choosing a method

You will be able to do these things :

- ☐ Review your own teaching methods.
- ☐ Share experiences in learning and teaching languages.
- ☐ Find out about the functional approach to language teaching.
- ☐ Make decisions about teaching methods for your school or institute.

Since this is the final section in the booklet, you will probably want to plan ideas for further training sessions. Some sessions which you could consider are :

Observe other ESL classes either in person or through videotape programmes.

Subscribe to journals on Teaching English as a Second Language.

Show films of various English teaching situations in other countries.

Have discussions with members of migrant groups about their needs and ways in which they would like to learn English.

Your Own Methods

5.1 For your own teaching, think about how you would answer the question, "What method do you use?" Tick any of the following things that your students do in class.

- ☐ Discover grammar rules.
- ☐ Learn new language in the context of a particular situation.
- ☐ Listen and respond to a tape-recording.
- ☐ Meet other English speaking people.
- ☐ Memorise new words.
- ☐ Read dialogues.
- ☐ Translate from English to the first language and vice versa.
- ☐ Use English for a variety of purposes.
- ☐ Write exercises.

The activities listed above are all examples associated with particular approaches to language learning. Here are some of the labels given to the approaches :
audio-lingual, functional, grammar-translation, situational and structural. The approaches are set out in detail on the following pages.

Grammar-translation

People who learned foreign languages in New Zealand high schools up to the late 1950's will be familiar with this approach. Some of its features were :

Learning and applying grammar rules.
Translation from and into the foreign language.
Emphasis on reading and writing.

Tasks

a. Either from your own experience, or by interviewing someone, list what you consider to be the strengths and weaknesses of this method.
b. Are there any aspects of this method which you think would appeal to your students?

Structural approach

Here there are many similarities with the grammar-translation approach, except that translation is not a necessary part. The approach includes :

A progression of structures from easy to difficult.
Grammar exercises of the 'transformational' type.

Tasks

a. What conflict could there be between a structural progress and the students' need to use English straightaway?
b. What advice would you offer to a teacher using grammar exercises?

Situational approach

Language is learned in the context of particular occasions when it is used. Each chapter of the text book is based on a particular theme and includes :

Topic vocabulary lists for each chapter.
Language related to real-life situations under headings such as "At the Post Office", "On Holiday" etc.

Tasks

If you were to plan your lessons along these lines, what particular situations might you include?

Audio-lingual approach

This approach was introduced, particularly for foreign language teaching, in response to people's needs to speak and understand the spoken language. Whereas oral fluency was not necessary for people who were learning a language only in order to read books, it became important for students who planned to visit other countries or meet overseas visitors. The audio-lingual approach includes :

Language laboratories (or tape recorders)
Dialogues
Patterned responses

Functional approach

The term 'functional' refers to an emphasis on the purposes for which people use language. It aims to allow students to use the new language for the same range of purposes as they can use their first language. The progression is therefore only partly based on levels of difficulty. The other deciding factor is urgency of need. This approach is often associated with

Communicative activities
Real-life tasks in communication
Opportunities for focussing on the message as well as on the language.

Since this is the approach currently favoured by many ESL teachers, and because it is the one they are least likely to have experienced in their own language learning, the functional approach will now be considered in more detail.

The Functional Approach

One way to consider what is meant by the functions of language is to ask a group of people to recall some of the things they have said in the last hour or two. Here are some examples.

What's the time? _____

I'm running late. _____

Nice to see you. _____

Sorry about that. _____

Which might be the purpose of each comment?

Relating to others, describing people and events, asking for information .....

Without knowing the context, it is not always possible to be sure of the purpose, but this is a start to thinking about the functions of language. Now make a list of things people in your group have said recently. For each, see if you can assign a purpose from the list below. You may want to add other purposes.

Example	Purpose

Giving and responding to directions
Expressing wishes and needs
Relating to others
Describing
Asking and answering questions
Expressing feelings
Giving judgments
Negating
Explaining.

Note that there is no finite list of language functions which can be worked through. Teachers who base their lessons, at least partially, on this approach like the idea of helping students to do a range of things even without difficult language. For instance,

"This is Anna." and

"I'd like you to meet Anna."

In both cases what is the purpose of the language?

It is clearly important for students to be able to make introductions right from their first contact with English speaking people, and since there are often many ways in which a particular task can be done, it is the teacher's job to introduce students first to one simple way, and then to increasingly complex ways.

In starting to plan a course along these lines, you would have to decide on which were some of the most urgently needed functions of language. From the list at the foot of the previous page, suggest three that you would introduce in early lessons.

Task

Take one example of a language function and do two things.

a. Expand it into particular examples.

b. Illustrate the examples with some simple and some complex language which would be suitable for students at different levels. Here are two examples for the function of relating to others.

Relating to others	Simple	Complex
Greeting	Hello.	I'm pleased to meet you.
Apologising.	Sorry.	I do want to apologise for yesterday.

5.3 Choosing a Method

There may well be some policy in your school or institution as to the method teachers are to follow. Here are some reasons that influence people in their choice of a teaching method. Grade them from 1 to 5 according to the importance you think they should have.

- ☐ Students' preferences
- ☐ Teachers' preferences
- ☐ Teachers' training and experience
- ☐ Textbooks available
- ☐ Resources available

In practice, as we have seen, many teachers use a mixture of several approaches. If you had a free choice, which methods from each of the approaches considered in this section would you like to follow?

Approach	Example of method

REFERENCES

Text Books

Any list of text books becomes out of date as new titles are added. However, the following list represents some of the books currently being used to teach adult ESL students in New Zealand.

Longman

Alexander, L.G.
- First Things First
- Practice and Progress
- Target
- New Concept English
- Mainline

O'Neill, Robert
- The Kernel Series of three books
- Situational English, a series of three books

Oxford

Access to English, Michael Coles and Basil Lord.
Breakthrough, J.C. Richards and M.N. Long
Streamline English, Bernard Hartley and Peter Viney

Other

Success with English, G. Broughton et al., Penguin Books
English 901 (and English 903), Collier Macmillan
Community English, Pacific Islanders' Educational Resource Centre.